

Language

ESSENTIALS



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CONTENTS

PART I LANGUAGE

UNIT 1 THE ENGLISH LANGUAGE

- Appropriate Uses of English
- Formal and Informal English
- Register, Tone, and Voice
- Irony, Sarcasm, and Rudeness
- Dialects of English
- English is a Syntactic Language
- The Importance of Syntax
- Inflections in English
- What is Grammar?

PART II GRAMMAR

UNIT 2 THE SENTENCE

- The Sentence: The Basic Building Block of the English Language
- Functions of Sentences
- Subjects and Predicates: The Basic Building Blocks in a Sentence
- Sentence Fragments
- Finding the Complete Subject and Predicate in a Sentence
- Finding the Simple Subject and Simple Predicate in a Sentence
- Working with Compound Subjects, Predicates, and Sentences
- Understood Subjects

UNIT 3 THE PARTS OF SPEECH

- Identifying the Parts of Speech
- Grammar Reference Chart—Parts of Speech Overview

UNIT 4 NAMERS: NOUNS AND PRONOUNS

- Nouns and Pronouns
- Common Nouns and Proper Nouns
- Concrete Nouns and Abstract Nouns
- Singular and Plural Nouns
- Possessive Nouns
- Compound Nouns
- Collective Nouns
- Pronouns and Antecedents
- Personal Pronouns
- Reflexive and Intensive Pronouns
- Demonstrative Pronouns
- Indefinite Pronouns
- Interrogative Pronouns

UNIT 5 EXPRESSERS: VERBS

- Predicates—Verbs
- Action Verbs and State of Being Verbs
- Helping Verbs—Grammar Reference Chart
- The Verb *To Be*—Grammar Reference Chart
- Transitive Verbs and Intransitive Verbs
- Linking Verbs—Grammar Reference Chart
- Properties of Verbs: Tense
- Properties of Verbs: Voice
- Properties of Verbs: Mood
- Using Irregular Verbs

UNIT 6 SENTENCE COMPLETERS: COMPLEMENTS

- Complements for Action Verbs: Direct and Indirect Objects
- Complements for Linking Verbs
- Predicate Nouns
- Predicate Pronouns
- Predicate Adjectives
- Pronouns as Objects of Prepositions

UNIT 7 SUBJECT-VERB AGREEMENT AND USAGE

- Getting Subject and Verb to Agree
- Getting Pronouns and Antecedents to Agree
- Using *I* and *Me*
- Using *Who* and *Whom*
- Working with *There* Sentences
- Working with Inverted Sentences

UNIT 8 MODIFIERS

- Modifiers—Adjectives and Adverbs
- Positives, Comparatives, and Superlatives
- Negatives and Contractions
- Avoiding Double Negatives
- Avoiding Dangling and Misplaced Modifiers
- Recognizing Other Problems with Modifiers
- Articles
- Verbals: Participles, Gerunds, and Infinitives
- Avoiding Split Infinitives

UNIT 9 LINKERS AND JOINERS

- Prepositions and Conjunctions
- Prepositions
- Grammar Reference Chart—Prepositions
- Coordinating Conjunctions
- Correlative Conjunctions
- Subordinating Conjunctions

UNIT 10 INTERRUPTERS

- Interrupters
- Interjections
- Parenthetical Expressions
- Nouns of Direct Address
- Avoiding Problems Caused by Nouns of Direct Address
- Appositives

UNIT 11 PHRASES, CLAUSES, AND COMPLEX SENTENCES

- Phrases and Clauses
- Phrases
- Identifying Prepositional Phrases
- Clauses within a Sentence
- The Clauses of a Sentence: Simple, Compound, and Complex
- Sentences
- Verbal Phrases
- Appositive Phrases

UNIT 12 WRITER'S WORKSHOP: BUILDING EFFECTIVE SENTENCES

- Correcting Sentence Fragments
- Correcting Sentence Run-ons
- Correcting Wordy Sentences
- Combining and Expanding Sentences
- Making Passive Sentences Active
- Achieving Parallelism
- Adding Colorful Language to Sentences
- Varying Sentence Beginnings

UNIT 13 DIAGRAMMING SENTENCES

- Simple Subjects and Simple Predicates
- Four Kinds of Sentences
- Compound Subjects and Compound Predicates
- Direct and Indirect Objects
- Adjectives and Adverbs
- Prepositional Phrases
- Predicate Nouns and Predicate Adjectives
- Verbals
- Appositives

UNIT 14 COMMON USAGE PROBLEMS

- Incorrect Subject-Verb Agreement
- Incorrect Use of Apostrophes
- Plurals and Possessives
- Avoiding Double Negatives
- Avoiding Dangling and Misplaced Modifiers
- Avoiding Split Infinitives
- Commonly Misused Words

PART III STYLE

UNIT 15 PUNCTUATION

- Editing for Punctuation Errors
- End Marks
- Commas
- Semicolons
- Colons
- Apostrophes
- Underlining and Italics
- Quotation Marks
- Hyphens and Dashes

UNIT 16 CAPITALIZATION

- Editing for Capitalization Errors
- Proper Nouns and Adjectives
- I* and First Words
- Family Relationships and Titles of Persons
- Geographical Names, Directions, and Historical Names
- Titles of Artworks and Literary Works

UNIT 17 SPELLING

- Editing for Spelling Errors
- Prefixes and Suffixes
- Using Spelling Rules II
- Common Spelling Errors
- Commonly Misspelled English Words Chart

UNIT 18 ELECTRONIC COMMUNICATIONS: ETIQUETTE AND STYLE

- Netiquette for Communicating on the Internet
- Citing Internet Sources
- Modern Language Association (MLA) Style Guidelines
- MLA Style for E-Mail
- MLA Style for File Transfer Protocol
- MLA Style for the World Wide Web
- Searches

UNIT 19 THE WRITING PROCESS

- Prewriting
- Drafting
- Self- and Peer Evaluation
- Revising
- Proofreading
- Publishing and Presenting
- Reflecting

UNIT 12 WRITER'S WORKSHOP: *Building Effective Sentences*

UNIT OVERVIEW

- Sentence Fragments
- Sentence Run-ons
- Wordy Sentences
- Combining and Expanding Sentences
- Making Passive Sentences Active
- Achieving Parallelism
- Adding Colorful Language to Sentences
- Varying Sentence Beginnings

SENTENCE FRAGMENTS

A sentence contains a subject and a verb and should express a complete thought. A **sentence fragment** is a phrase or clause that does not express a complete thought but that has been punctuated as though it did.

USAGE tip

When reading a sentence fragment, ask yourself, “What is missing?” A sentence fragment is usually missing either a subject, a verb, or both subject and verb.

EXAMPLES

complete sentence	The pale <u>moon</u> rose over the mountains.
sentence fragment	Rose over the mountains. (The subject is missing.)
sentence fragment	The pale moon. (The verb is missing.)
sentence fragment	Over the mountains. (The subject and verb are missing.)

Try It Yourself

EXERCISE 1

Identifying Sentence Fragments in Literature

As a rule, sentence fragments should be avoided. For style reasons, however, authors sometimes include sentence fragments in their work. Identify each of the following items as either a sentence or a sentence fragment.

1. I looked at Tennessee.
2. Turtletown eight miles from Ducktown.
3. And the best of all, Nameless.
4. I was heading east, and Nameless lay forty-five miles west.
5. The rain stopped, but things looked saturated, even bricks.
6. Talking to people.
7. She sat on the edge of the booth.
8. Those were the directions.
9. Named after the steam engine in the gristmill.
10. No one else came or went.

excerpts from *Blue Highways: A Journey into America*
William Least Heat Moon

Literature
MODEL

EXERCISE 2

Understanding Sentence Fragments

Tell what is missing in each of the following sentence fragments—subject, verb, or subject and verb.

1. Stalled the car engine.
2. In the middle of the highway.
3. The dark clouds.
4. A long, narrow road.
5. Beyond the mountain ridge.
6. Lived in a small trailer by the highway.
7. Watched the rigs roll by on the road.
8. On the dusty road near town.
9. Bought the general merchandise store.
10. Tourists, townspeople, and truckers.

EXERCISE 3

Correcting Sentence Fragments

Correct each of the following sentence fragments. Make each fragment into a complete sentence by supplying the missing element(s).

1. At the roadside diner.
2. Ate scrambled eggs and toast.
3. Paid for breakfast.
4. The sign above the diner.
5. Down the road.
6. A bright sun.
7. The hills in the distance.
8. On the old radio.
9. Sang the verses out loud.
10. In his truck.

SENTENCE RUN-ONS

A **run-on sentence** is made up of two or more sentences that have been run together as if they were one complete thought. A run-on sentence can confuse the reader about where a thought starts or ends.

Take a look at the following examples of run-on sentences. In the first run-on, no punctuation mark is used between the run-on sentences. In the second run-on, a comma is incorrectly used.

EXAMPLES

The drummer boy waited solemnly his heart pounded in his chest.

During the Civil War tens of thousands of young teenage boys joined the Confederate and Union armies, many of the boys served as drummers and buglers.

You can correct a run-on by dividing it into two separate sentences. Mark the end of each idea with a period, question mark, or exclamation point. Capitalize the first word of each new sentence.

EXAMPLE

The drummer boy waited solemnly. His heart pounded in his chest.

You can also correct a run-on by using a semi-colon. The second part of the sentence is not capitalized. Only use a semi-colon to join two sentences if they are very closely related.

EXAMPLE

During the Civil War tens of thousands of young teenage boys joined the Confederate and Union armies; many of the boys served as drummers and buglers.

Try It Yourself

EXERCISE 4

Identifying Run-on Sentences

Identify which of the following sentences are run-ons.

1. The Civil War started in 1861 it threatened to divide the nation.
2. Many states in the South broke away from the Union and formed the Confederacy.

3. The first shots of the war were fired at Fort Sumter Union troops refused to leave the fort.
4. People thought the war would end quickly, they were wrong.
5. During the Civil War, tens of thousands of soldiers lost their lives.
6. President Lincoln issued the Emancipation Proclamation to free slaves.
7. Many newly free African Americans moved to the North they fought for the Union.
8. General Robert E. Lee led the Confederate forces he was from Virginia.
9. The Confederate troops were worn out, Lee surrendered to General Grant in 1865.
10. Lee and Grant were on opposite sides, but they had great respect for each other.

EXERCISE 5

Correcting Run-on Sentences

Correct each of the following run-on sentences. Decide whether the run-on sentence can be corrected by dividing it into two separate sentences or by using a semicolon and forming one sentence.

1. The drummer boy cried quietly he was frightened.
2. Soldiers waited for the next battle to begin Joby listened to the men's whispers.
3. The men couldn't sleep they were thinking of the upcoming battle.
4. Joby didn't want to go into battle the general caught him crying.
5. The general smelled of sweat, tobacco, leather, and dirt the smells comforted Joby.
6. The general spoke calmly with Joby, he told him about past battles.
7. Why were drummers important during battle who was the most famous Union drummer?
8. Joby gained courage from the general he was proud to be the drummer boy.

9. He understood the importance of his job Joby turned the drum so that it faced toward the sky.
 10. The battle became known as the Battle of Shiloh the battle's name came from a church near the site.
-

WORDY SENTENCES

A **wordy sentence** includes extra words and phrases that can be difficult, confusing, or repetitive to read. When you write, use only words necessary to make your meaning clear. Revise and edit your sentences so that they are not wordy or complicated. Review the following examples to learn about three different ways that you can correct wordy sentences.

Replace a group of words with one word.

EXAMPLES

Wordy	They cleaned the house because of the fact that guests were coming for Thanksgiving.
Revised	They cleaned the house because guests were coming for Thanksgiving.

Replace a clause with a phrase.

EXAMPLES

Wordy	When the guests arrived from out of town, the mother gave them a tour of the cluttered home.
Revised	After the guests arrived, the mother gave them a tour of the cluttered home.

USAGE tip

When revising, read your sentences aloud to check for wordiness. A wordy sentence will not only sound awkward, it will feel like a mouthful of words to you, too!

Delete a group of unnecessary or repetitive words.

EXAMPLES

Wordy	What I want to say is that I enjoyed reading about the eccentric mother.
Revised	I enjoyed reading about the eccentric mother.

Wordy The mother is a packrat, **and she doesn't throw anything away.**

Revised The mother is a packrat.

Do not confuse a wordy sentence with a lengthy sentence. Writers vary their sentence lengths to create rhythm and add variety and liveliness to their work. Note the lengthy sentence underlined in the following excerpt. Even though the sentence is long, it does not contain “extra words.” The precise word choices in the long sentence make its meaning clear and create a vivid picture.

“Welcome to our home,” my mother would say. And she would lead them over the stacks of books, through the musty main hall, and into a twilight of clutter. They would clamp their arms to their sides and creep behind her with their tight lips and furtive eyes, past rooms with half-closed doors through which they would glimpse mounds of moldy gourds, drying onions spread on sheets of newspaper, broken pottery in stacks, and, amazingly preserved, my grandfather's ship model collection. From one room a moth-eaten stuffed turkey would blindly leer out at them. “Storage!” my mother would explain cheerfully.

from “Good Housekeeping”
Bailey White

Literature
MODEL

Try It Yourself

EXERCISE 6

Identifying Wordy Sentences

Read the following sentences. Underline any unnecessary words and phrases in each of the sentences.

1. The daughters were concerned due to the fact that the house was too messy.
2. Their mother protested the housecleaning and said that cleaning wasn't necessary.

3. On the kitchen counter sat a jar full of worms, and lots of worms lived in the jar.
4. Louise arrived at dawn early in the morning.
5. Louise brought all sorts of different cleaning supplies, brooms, mops, and buckets.
6. The old rusty typewriter was covered with dust and many parts had rusted.
7. Mama wanted to keep the typewriter because with a little bit of work it could be repaired.
8. After a long and lengthy day of cleaning, Louise wondered where the heirlooms were.
9. Mama's garden had some very rare plants that were the kinds of plants you don't see very often.
10. Mama wrote her daughters a note and in the note explained that she and Mr. Mitchell had gone on an errand.

EXERCISE 7

Correcting Wordy Sentences

The following paragraph contains some wordy sentences. Revise the paragraph by correcting the wordy sentences and making the meaning clear.

Just because of the fact that Mama saves many different kinds of objects doesn't mean that she is peculiar. Many people are devoted collectors who collect all sorts of different things. These people usually became collectors in the first place because of the reason that they have a keen interest in something. Mama is interested in many things, including for example rare plants and heirloom seeds.

As Mr. Mitchell learns while looking at the garden with Mama, Mama also collects bones, which Louise has thrown away at the dump.

EXERCISE 8

Using Only Necessary Words

Write a paragraph about one of your more humorous habits. When writing your paragraph, try to use only necessary words and avoid writing wordy sentences. After writing, read your paragraph aloud to yourself, or ask a classmate to read it aloud while you listen. Correct any sentences that sound wordy.

COMBINING AND EXPANDING SENTENCES

A series of short sentences in a paragraph can make your writing sound choppy and boring. The reader might also have trouble understanding how your ideas are connected. By **combining and expanding sentences** you can connect related ideas, make sentences longer and smoother, and make a paragraph more interesting to read.

One way to combine sentences is to take a key word or phrase from one sentence and insert it into another sentence.

EXAMPLES

Short, Choppy Sentences The boy wore a shirt. It was torn.

Combined Sentence (with key word) The boy wore a **torn** shirt.

Short, Choppy Sentences The story takes place in autumn. It is set in the Carolina mountains.

Combined Sentence (with key phrase) The story takes place in autumn **in the Carolina mountains**.

USAGE tip

When you insert a key word from one sentence into another, you might need to change the form of the word.

EXAMPLE

The boy chopped the firewood. He was **careful**.

The boy **carefully** chopped the firewood.

Another way of combining sentences is to take two related sentences and combine them by using a coordinating conjunction—*and*, *but*, *or*, *so*, *for*, *yet*, or *nor*. By using a coordinating conjunction, you can form a compound subject, a compound verb, or a compound sentence.

EXAMPLES

Two Related Sentences Marjorie Kinnan Rawlings lived in rural Florida. She often set her stories in that location.

USAGE tip

When combining two related sentences to form a compound sentence, you need to insert a comma before the coordinating conjunction.

USAGE tip

When you form a compound subject, make sure that the compound subject agrees with the verb in number.

Combined Sentence	Majorie Kinnan Rawlings lived in rural Florida, and she often set her stories in that location. (compound sentence)
Two Related Sentences	Maples covered the hillsides. There were also black walnut trees.
Combined Sentence	Maples and black walnut trees covered the hillsides. (compound subject)
Two Related Sentences	Fog hid the mountain peaks. It swirled down into the valley.
Combined Sentence	Fog hid the mountain peaks and swirled down into the valley. (compound verb)

Try It Yourself

EXERCISE 9

Understanding How to Combine and Expand Sentences

Combine each of the following sentence pairs by taking the underlined word or phrase from the second sentence and inserting it into the first sentence. Remember: You might need to change the form of words when combining sentences.

1. The rhododendron bloomed in late spring. It bloomed across the mountainsides.
2. In winter the wind blew down from the mountain peaks. The wind was bitter.
3. The character Jerry was an orphan. He was lonely.
4. The boy wore overalls and a torn shirt. He was barefoot.
5. The narrator told Jerry to start working. Her voice was blunt.
6. His gray-blue eyes expressed gratitude and affection. His eyes were grave.
7. Jerry stacked the kindling wood. He stacked it against the cabin wall.

8. While the narrator went away, Jerry took care of her dog. The narrator was gone for a weekend.
9. The dog lay close to Jerry. They rested by the fire.
10. For ten years, Marjorie Kinnan Rawlings tried to sell her stories. Her attempts were unsuccessful.

EXERCISE 10

Using Coordinating Conjunctions to Combine Sentences

Combine each of the following sentence pairs by using one of the following coordinating conjunctions—*and*, *but*, *or*, *so*, *for*, *yet*, or *nor*. Remember to insert a comma if necessary.

1. Jerry took pride in his work. He took responsibility for his mistakes.
2. Jerry yearned for companionship. He didn't interrupt the narrator as she worked.
3. After chopping cherry logs, Jerry rested. He cut pine logs, too.
4. The narrator wrote in the mornings. She often took a break before supper to talk with Jerry.
5. Jerry waited on the front porch for her. She worked late and forgot him.
6. The fog made the mountain passes treacherous. The narrator was delayed returning home.
7. He took care of the dog. He waited for the narrator's return.
8. Maybe the boy had a mother in Mannville. Maybe he was lying.
9. The narrator stopped by the orphanage. She returned the cabin key.
10. Jerry was upset by the narrator's departure. He left the orphanage and walked over the hill.

MAKING PASSIVE SENTENCES ACTIVE

A verb is **active** when the subject of the verb performs the action. It is **passive** when the subject of the verb receives the action.

USAGE tip

The overuse of passive verbs in sentences makes a piece of writing dull and weak. Active verbs engage your readers' attention and make your sentences sound more natural, alive, and interesting.

Literature MODEL

EXAMPLES

active

Laurie **gave** Ruri a bracelet.

passive

Ruri **was given** a bracelet by Laurie.

Try It Yourself

EXERCISE 11

Identifying Active and Passive Verbs in Sentences in Literature

Identify the underlined verbs in the passage below and indicate whether they are active or passive.

We streamed off the buses and poured into a huge room, where doctors looked down our throats and peeled back our eyelids to see if we had any diseases. Then we were given our housing assignments. The man in charge gave Mama a slip of paper. We were in Barrack 16, Apartment 40.

from "The Bracelet"
Yoshiko Uchida

EXERCISE 12

Understanding Passive and Active Sentences

Identify each of the following sentences as either passive or active. Then make each of the passive sentences into an active sentence.

1. Yoshiko Uchida wrote about the Japanese internment camps from her own experience.
2. In the story, Ruri's family was evacuated by the government to an internment camp.
3. Their heavy duffel bag was carried off the bus by some men.
4. Ruri and her sister had been told by Mama not to worry.
5. Mama swept out the dirt from the narrow, dark stall.
6. From the ceiling one light bulb was dangling.
7. Ruri and Keiko were asked by Mama to set up the cots.

8. The family was helped by Mr. Noma, a friend of Papa's.
9. The gold bracelet was lost by Laurie while they cleaned the stall.
10. Ruri was remembering her promise to her friend and feeling very sad.

EXERCISE 13

Using Active Sentences in Your Writing

Write a paragraph explaining why a particular possession means a great deal to you. Use at least five active sentences in your paragraph. Underline the active verb(s) in each sentence.

ACHIEVING PARALLELISM

A sentence has **parallelism** when the same forms are used to express ideas of equal—or parallel—importance. Parallelism can add emphasis and rhythm to a sentence. Words, phrases, and clauses that have the same form and function in a sentence are called **parallel**.

USAGE tip

When revising for parallelism, read your sentences aloud. Any errors in parallelism will sound awkward.

EXAMPLES

Not Parallel

The film *Star Wars* **came** out in 1977, **broke** all box-office records, and then **had won** seven Academy Awards. (The highlighted verbs are not in the same tense.)

Parallel

The film *Star Wars* **came** out in 1977, **broke** all box-office records, and **won** seven Academy Awards.

Not Parallel

Jedi Knights are **moral**, **responsible**, and **travel**. (The three highlighted words include two adjectives and one verb.)

Parallel

Jedi Knights are **moral**, **responsible**, and **spiritual** travelers.

Try It Yourself

EXERCISE 14

Identifying Parallelism in Literature

Identify examples of parallelism in the following passage.

Literature
MODEL

They said that José was born with a ring of dirt around his neck, with grime under his fingernails, and skin calloused from the grainy twist of a shovel. They said his palms were already rough by the time he was three, and soon after he learned his primary colors, his squint was the squint of an aged laborer. They said he was a born worker. By seven he was drinking coffee slowly, his mouth pursed the way his mother sipped. He wore jeans, a shirt with sleeves rolled to his elbows. His eye could measure a length of board, and his knees genuflected over flower beds and leafy gutters.

from “Born Worker”
Gary Soto

EXERCISE 15

Correcting Errors in Parallelism

Some of the following sentences contain errors in parallelism. Rewrite each sentence that contains errors in parallelism and correct the errors by making sentence parts parallel. If a sentence is already parallel, write *Correct*.

1. We watched a movie, ate popcorn, and were drinking sodas.
2. Tonight I’ll spend time listening to music, writing letters, and answer e-mail messages.
3. The old movie theater needs a new sound system and to have a concession stand.
4. Do you prefer watching movies at the theater or to rent videos?
5. Maria’s family has a large collection of new, used, and old film videos.

6. After work I enjoy watching movies, but I prefer reading books.
7. The actor's lips quivered and his shoulders were shaking.
8. Jason described the film's plot as dramatic, suspenseful, and surprising.
9. The waiting line for tickets wound around the building, down the sidewalk, and through the parking lot.
10. Some of us stood in the long line and were waiting for an hour to buy tickets.

EXERCISE 16

Using Parallelism in Your Writing

Write a paragraph about the values you believe in and why those values are important. Use five examples of parallelism in your paragraph.

ADDING COLORFUL LANGUAGE TO SENTENCES

When you write, use words that tell your readers exactly what you mean. **Colorful language**—such as precise and lively nouns, verbs, and modifiers—tells your readers exactly what you mean and makes your writing more interesting.

Precise nouns give your reader a clear picture of who or what is involved in the sentence.

EXAMPLES

original sentence The **dog** rode in the **car**.

revised sentence The **poodle** rode in the **Cadillac**.

Colorful, vivid verbs describe the specific action in the sentence.

EXAMPLES

original sentence The visitors **sat** down on the couch.

revised sentence The visitors **plopped** down on the couch.

USAGE tip

Think of colorful language as a way to help your readers see, hear, smell, taste, and/or feel what you are describing.

Modifiers—adjectives and adverbs—describe the meaning of other words and make them more precise. Colorful or surprising modifiers can make your writing come alive for your readers.

EXAMPLES

original sentence The **old** drapes hung from curtain rod.

revised sentence The **tattered** drapes hung **limply** from the curtain rod.

Try It Yourself

EXERCISE 17

Identifying Colorful Language in Literature

Identify examples of colorful language in the following passage. Think about how each example makes the meaning of a sentence more precise and vivid.

Literature MODEL

The scorpion moved delicately down the rope toward the box. Under her breath Juana repeated an ancient magic to guard against such evil, and on top of that she muttered a Hail Mary between clenched teeth. But Kino was in motion. His body glided quietly across the room, noiselessly and smoothly. His hands were in front of him, palms down, and his eyes were on the scorpion. Beneath it in the hanging box Coyotito laughed and reached up his hand toward it. It sensed danger when Kino was almost within reach of it. It stopped, and its tail rose up over its back in little jerks and the curved thorn on the tail's end glistened.

from *The Pearl*
John Steinbeck

EXERCISE 18

Understanding Colorful Language

Revise each of the following sentences, using precise nouns, vivid verbs, and colorful modifiers.

1. She put a shawl around her shoulders.
2. The children walked down the sidewalk to the store.
3. Many different colored leaves fell from the trees onto the ground.
4. Jamie sat down at the desk, turned on the computer, and worked on her project.
5. Lucy ate a cookie and drank a glass of milk.
6. The mountain snow melted and flowed into streams.
7. In the morning, the birds chirp in the trees and gather at the birdfeeder.
8. The old shopkeeper pulled the watch from his pocket.
9. A cat sat on the porch steps and washed its paws.
10. The wind rang the chimes and blew the leaves.

EXERCISE 19

Using Colorful Language in Your Writing

Write a description of an event that happened at a specific time and place. The event may be real or imaginary. In your description, use precise nouns, vivid verbs, and colorful modifiers.

VARYING SENTENCE BEGINNINGS

Just as you probably wouldn't like to eat the same thing for breakfast every morning, your readers wouldn't enjoy reading the same sentence pattern in every paragraph. By **varying sentence beginnings**, you can give your sentences rhythm, create variety, and keep your readers engaged.

Many sentences often begin with a subject. To vary sentence beginnings, start some sentences with a one-word modifier, a prepositional phrase, a participial phrase, or a subordinate clause.

EXAMPLES

subject	He often enjoyed reading books about animals.
one-word modifier	Often , he enjoyed reading books about animals.
prepositional phrase	After dinner he usually read or practiced the trumpet.
participial phrase	Practicing for his lesson , the student played a new solo.
subordinate clause	Because the trumpet can be a loud instrument , he often practiced in the basement.

Try It Yourself

EXERCISE 20

Identifying Varied Sentence Beginnings in Literature

Underline the varying sentence beginnings in the following passage. Read the passage aloud to hear the rhythm and interest that the variety creates.

Literature
MODEL

My problems with the Maya were to take many forms, one of the more serious being their attitude toward the wild cats. One afternoon, when I was trying to get a few hours of sleep, Adriana came over with Agapita and Formenta in tow. At first I ignored them, hoping they'd be gone when I awoke. Just as I began drifting off, Adriana called my name and started talking about a tiger-cat, the local name for the smaller spotted cats. Now I listened, though I still feigned sleep.

from "Chac"
Alan Rabinowitz

EXERCISE 21

Understanding How to Vary Sentence Beginnings

Revise the following paragraph to vary sentence beginnings.

Dr. Alan Rabinowitz studies jaguars, leopards, and tigers. He has traveled extensively over the last two decades studying large mammal species. Dr. Rabinowitz discovered the leaf deer, a new species, in northern Myanmar. He currently oversees a tiger survey team in Myanmar. He has helped to start a Jaguar Conservation Program, hoping to ensure the survival of the magnificent jaguar cat. His work in Belize led to the creation of the Cockscomb Jaguar Preserve, the world's first jaguar sanctuary.

EXERCISE 22

Using Varying Sentence Beginnings in Your Writing

Write a paragraph about the habits and habitat of a particular animal or mammal species. Vary sentence beginnings in the paragraph.

UNIT REVIEW

TEST YOUR KNOWLEDGE

EXERCISE 1

Identifying Sentence Fragments and Run-on Sentences

Identify each of the following items as a complete sentence, a sentence fragment, or a run-on sentence. (10 points)

1. She opened the book of poems and read her favorite poem aloud.
2. The audience applauded enthusiastically.
3. Heavy snow on the tree branches.
4. The point guard ran down the court he stole the ball and scored a basket.
5. Watching through the kitchen window.
6. Suddenly, a storm swept across the lake.
7. After school we have soccer practice it usually lasts two hours.
8. A bright red, thick wool scarf.
9. The sleeping dog snored loudly and made me laugh.
10. Playing the drums in the basement.

EXERCISE 2

Identifying Passive and Active Sentences

Identify each of the following sentences as either passive or active. (10 points)

1. A beautiful bouquet of flowers was delivered to Candace.
2. Time was called by the referee.
3. Kevin scooped up a handful of popcorn from the bowl.
4. The meeting was begun by the student council.
5. A dark funnel cloud was seen by the farmer.
6. Delicately, the garden spider wove a new web.
7. The crossing guard whistled for us to wait at the light.
8. The patient was helped from his wheelchair by the nurse.
9. Droplets of water were dripping down the side of the glass.
10. Two candidates tied for first place in the contest.

EXERCISE 3

Correcting Fragments, Run-ons, and Wordy Sentences

Correct the following fragments, run-ons, and wordy sentences. (10 points)

1. Through the dark and damp forest.
2. The concert lasted over two hours I nearly fell asleep.
3. Happily, the children raced outside because of the fact that it had snowed overnight.
4. Stubbed his toe on the door during the night.
5. Occasionally, the old furnace breaks down now and then because it is twenty years old.
6. Our team won the tournament we all jumped up and down in excitement.
7. A small, twin-engine airplane.
8. Do you want to see a movie this weekend my dad offered to take us.
9. Whispering during the test.
10. Nearly 100 miles each day.

EXERCISE 4

Understanding Combining and Expanding Sentences

Combine the following sentence pairs. (10 points)

1. Sharon left early for the meeting. She arrived late anyway.
2. The heavy rains flooded the fields. They also flooded some of the rural roads.
3. The chef sliced into the cake with a knife. The cake was thick and gooey.
4. Patrick ate his lunch late. He decided to skip dinner.
5. Our neighbors invited us to a party. The party will be on Saturday night.
6. Leah is an excellent public speaker. She is very shy.
7. We hiked through the mountain pass. It was steep and narrow.
8. She trained her dog to sit, stay, and heel. The training was successful.
9. Please put the groceries in the kitchen. Put them on the table.
10. I waited for you to call last night. I was patient.

EXERCISE 5

Correcting Errors in Parallelism

Correct any errors in parallelism in the following sentences. If a sentence contains no errors in parallelism, write *Correct*. (10 points)

1. The campers set up their tent, gathered firewood, and were building a campfire.
2. You can improve your health by exercising regularly, drinking water, and you can eat healthy foods.
3. Her novels are imaginative, witty, and suspenseful.
4. Caitlin ran for class president and winning was easy.
5. Luis loves playing the trumpet and to perform with the school band.
6. Before the test I'll review the chapter and reread my notes.
7. A chubby orange cat lounged on the windowsill and watching the birds.
8. During gym we ran laps, forming teams, and practicing basketball.
9. She spent the night sitting in the living room, listening to the radio, and wrote letters.
10. The wind blew, the tree branches creaked, and the rain fell.

EXERCISE 6

Using Active Sentences in Your Writing

Write ten active sentences about your favorite sport. Underline the active verb(s) in each sentence. (10 points)

EXERCISE 7

Using Colorful Language in Your Writing

Write a paragraph describing someone whom you admire. In your paragraph, use precise nouns, vivid verbs, and colorful modifiers to describe the person. Try to make your word portrait of the person as clear as possible. (20 points)

EXERCISE 8

Using Varying Sentence Beginnings in Your Writing

Write a paragraph describing a typical Saturday morning in your family. Vary sentence beginnings in your paragraph. (20 points)